

## Clemson Elementary

581 Berkeley Drive  
Clemson, South Carolina 29631

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	615 Students	
<b>Principal</b>	Ken Weichel	864-654-2341
<b>Superintendent</b>	Dr. Mendel H. Stewart	864-855-8150
<b>Board Chair</b>	Mrs. Shirley Jones	864-855-1459

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	4	0	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes

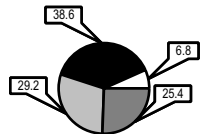
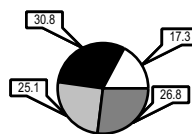
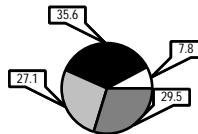
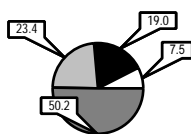
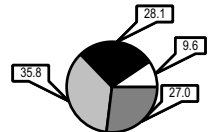
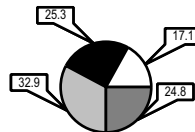
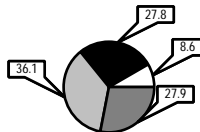
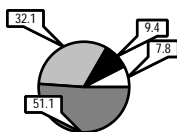
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	313	100.0	7.3	23.2	49.0	20.5	76.8	Yes	Yes
<b>Gender</b>									
Male	175	100.0	10.1	27.8	44.4	17.8	71.6		
Female	138	100.0	3.8	17.3	54.9	24.1	83.5		
<b>Racial/Ethnic Group</b>									
White	235	100.0	3.5	17.4	53.9	25.2	85.2	Yes	Yes
African American	57	100.0	26.4	47.2	22.6	3.8	37.7	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	15.4	69.2	15.4	92.3	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	263	100.0	3.5	19.5	56.6	20.3	83.6		
Disabled	50	100.0	28.3	43.5	6.5	21.7	39.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	100.0	7.3	23.2	49.0	20.5	76.8		
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	100.0	7.5	22.0	49.5	21.0	77.3		
<b>Socio-Economic Status</b>									
Subsidized meals	62	100.0	25.0	46.4	23.2	5.4	39.3	Yes	Yes
Full-pay meals	251	100.0	3.3	17.9	54.9	24.0	85.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	313	100.0	7.6	26.5	28.8	37.1	80.1	Yes	Yes
<b>Gender</b>									
Male	175	100.0	8.9	24.9	30.8	35.5	81.7		
Female	138	100.0	6.0	28.6	26.3	39.1	78.2		
<b>Racial/Ethnic Group</b>									
White	235	100.0	3.5	22.2	32.2	42.2	87.4	Yes	Yes
African American	57	100.0	28.3	52.8	7.5	11.3	43.4	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	0.0	46.2	53.8	100.0	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	263	100.0	4.7	25.8	30.9	38.7	84.0		
Disabled	50	100.0	23.9	30.4	17.4	28.3	58.7	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	100.0	7.6	26.5	28.8	37.1	80.1		
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	100.0	7.8	26.8	28.1	37.3	80.0		
<b>Socio-Economic Status</b>									
Subsidized meals	62	100.0	30.4	48.2	10.7	10.7	39.3	Yes	Yes
Full-pay meals	251	100.0	2.4	21.5	32.9	43.1	89.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	313	100.0	16.9	24.8	26.2	32.1	58.3
<b>Gender</b>							
Male	175	100.0	17.2	24.9	25.4	32.5	58.0
Female	138	100.0	16.5	24.8	27.1	31.6	58.6
<b>Racial/Ethnic Group</b>							
White	235	100.0	7.8	24.3	30.4	37.4	67.8
African American	57	100.0	58.5	28.3	9.4	3.8	13.2
Asian/Pacific Islander	15	100.0	7.7	15.4	15.4	61.5	76.9
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	263	100.0	12.9	24.2	28.5	34.4	62.9
Disabled	50	100.0	39.1	28.3	13.0	19.6	32.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	100.0	16.9	24.8	26.2	32.1	58.3
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	100.0	16.6	24.4	26.4	32.5	59.0
<b>Socio-Economic Status</b>							
Subsidized meals	62	100.0	62.5	26.8	3.6	7.1	10.7
Full-pay meals	251	100.0	6.5	24.4	31.3	37.8	69.1

<b>Social Studies</b>							
All Students	313	100.0	6.6	28.5	24.8	40.1	64.9
<b>Gender</b>							
Male	175	100.0	7.7	28.4	21.9	42.0	63.9
Female	138	100.0	5.3	28.6	28.6	37.6	66.2
<b>Racial/Ethnic Group</b>							
White	235	100.0	3.5	23.5	28.3	44.8	73.0
African American	57	100.0	22.6	52.8	15.1	9.4	24.5
Asian/Pacific Islander	15	100.0	0.0	15.4	7.7	76.9	84.6
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	263	100.0	3.9	27.0	27.0	42.2	69.1
Disabled	50	100.0	21.7	37.0	13.0	28.3	41.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	100.0	6.6	28.5	24.8	40.1	64.9
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	100.0	6.8	28.1	25.1	40.0	65.1
<b>Socio-Economic Status</b>							
Subsidized meals	62	100.0	28.6	50.0	10.7	10.7	21.4
Full-pay meals	251	100.0	1.6	23.6	28.0	46.7	74.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	97	100.0	7.4	21.3	37.2	34.0	71.3
	4	101	100.0	9.9	25.7	52.5	11.9	64.4
	5	107	99.1	10.6	39.4	47.1	2.9	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	106	100.0	4.0	14.1	40.4	41.4	81.8
	4	102	100.0	6.2	26.8	55.7	11.3	67.0
	5	105	100.0	12.1	29.3	54.5	4.0	58.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	97	100.0	11.7	26.6	31.9	29.8	61.7
	4	101	100.0	6.9	28.7	27.7	36.6	64.4
	5	107	100.0	11.4	32.4	26.7	29.5	56.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	106	100.0	7.1	26.3	29.3	37.4	66.7
	4	102	100.0	7.2	24.7	38.1	29.9	68.0
	5	105	100.0	9.1	30.3	21.2	39.4	60.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	106	100.0	15.2	30.3	29.3	25.3	54.5
	4	102	100.0	20.6	19.6	37.1	22.7	59.8
	5	105	100.0	16.2	25.3	14.1	44.4	58.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	106	100.0	4.0	25.3	22.2	48.5	70.7
	4	102	100.0	5.2	36.1	29.9	28.9	58.8
	5	105	100.0	11.1	26.3	24.2	38.4	62.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 615)</b>				
First graders who attended full-day kindergarten	91.9%	Up from 76.9%	98.3%	100.0%
Retention rate	2.2%	Down from 2.6%	2.2%	3.0%
Attendance rate	97.3%	Down from 97.5%	96.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%	Down from 3.6%	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%	Down from 3.9%	1.3%	3.2%
Eligible for gifted and talented	36.4%	Down from 38.8%	30.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Down from 10.0%	6.1%	8.2%
Older than usual for grade	0.2%	No change	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%
<b>Teachers (n= 41)</b>				
Teachers with advanced degrees	70.7%	Up from 58.5%	60.0%	52.6%
Continuing contract teachers	87.8%	No change	87.8%	83.3%
Highly qualified teachers	87.5%	Down from 88.9%	93.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	92.9%	No change	89.0%	87.0%
Teacher attendance rate	94.1%	Down from 95.8%	95.5%	95.0%
Average teacher salary	\$44,937	Up 2.8%	\$44,646	\$41,703
Prof. development days/teacher	15.1 days	Up from 10.3 days	13.9 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 14.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.5 to 1	20.2 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 92.1%	90.7%	89.8%
Dollars spent per pupil*	\$6,333	Down 2.0%	\$6,245	\$6,242
Percent of expenditures for teacher salaries*	60.5%	Up from 59.8%	68.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Clemson Elementary School is a student-centered, high-achieving school serving approximately 625 students from kindergarten through grade five. We moved to our new campus in the fall of 2001. Our four-year-old building is a beautiful, state-of-the-art facility designed to promote maximum student learning in a safe, caring environment. The school grounds include a barn, theme gardens, nature trails, outdoor classrooms, and many other features. Our school has a well qualified and highly capable staff, dedicated to helping all students achieve sustained, lifelong success. Our school has constant support from our parents and community. Our PTA and School Improvement Council are instrumental in our planning and improvement process. Our school projects a culture focused on excellence in teaching and learning. These cultural values drive long-term planning, funding decisions, and our daily interactions.

High student achievement has always been a trademark of our school. Our standardized test scores rank amongst the highest in South Carolina. We are one of only two schools in the state to win the Incentive Award for exemplary scholastic achievement each of the 14 years the award was offered. We have received the Palmetto Gold Award for the past four years. Clemson Elementary is a Red Carpet School for being family friendly. We were a finalist for the Carolina First Palmetto's Finest Award in the 2002-03 and 2003-04 school years. We continue to stress academic achievement through the use of Write from the Beginning, Cunningham Four Blocks, Accelerated Reader, America Reads, Reading Recovery, Math Super Stars, Cruisers Safety Program, and other efforts.

Preparing students for the future means more than academics. Service learning and service to our community are important aspects of our school. Through our service-learning club, students learn good citizenship and compassion for others. Among the many efforts were gathering canned goods for a local food bank, collecting toys for Upstate Santa and tabs for the Ronald McDonald House, donating to tsunami relief, Jump Rope for Heart, and soliciting pledges to walk for MS and cancer research.

Our school offers an after-school-care/homework center, arts festival, science fair, international festival, a fall carnival, an ice cream social, PTA-sponsored family dinners, field day, musical productions, and a wide range of guest speakers, Special Olympics, and volunteer tutoring. AmeriCorps volunteers have mentored students and worked on school projects. Many volunteers have worked on our "Clemson Elementary Outdoors" project, which is turning our school grounds into an enriching learning environment. Our partnership with the City of Clemson makes our facilities available after hours and during the summer to benefit our children on a year-round basis.

Our challenges for the future include maintaining our high academic standards in the face of increasingly complex legislative demands while meeting the individual needs of a diverse student population. We continue reaching out to meet community needs while welcoming help from others to meet our students' needs. We strive for excellence in teaching and learning while attempting to fulfill our motto, "Clemson Elementary, where every day is a great day to learn."

Diana Ivankovich, School Improvement Council Chairperson  
Ken Weichel, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	95	64
Percent satisfied with learning environment	100.0%	84.2%	83.6%
Percent satisfied with social and physical environment	100.0%	87.4%	88.9%
Percent satisfied with school-home relations	100.0%	91.6%	76.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.